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what goes on in the mind of the pupil that educates him. Therefore, when we talk about educating the pupil by means of the subject, we are talking about what goes on in the mind of the learner and how it goes on as a result of dealing with the subject-matter. . . . In fine, then, the mental procedure of the learner may be called the core of the teaching situation, and all other principles or considerations must be organized around this core or center [pp. 10-11].

After an initial chapter devoted primarily to the meaning of adolescence and to the functions of a modern secondary school and its various subjects, there appears a discussion of the psychological processes and the corresponding methods involved in learning. Other outstanding chapters deal with the motivation of pupil responses, the organization and presentation of subject-matter in relation to the particular characteristics of high-school pupils, the classification and criticism of devices of teaching, and various forms of technique. The text also includes an excellent discussion of study habits and a treatment of individual differences and measurements.

The book is well adapted to the maturity of the college student, although the general terminology would seem to make an introductory course in psychology a desirable prerequisite. The clearness with which the author has defined his terms and the concrete character of the treatment deserve particular mention. The book is an excellent piece of work and is a valuable addition to the literature of its class.

G. T. BUSWELL

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*Higher mathematics in high school.*—Within the last thirty years there have been advocated in Europe and in America movements which have exerted considerable influence in the organization of the mathematical curriculum of today. One of the most important of these is the demand for a close correlation of the mathematical subjects. Accordingly, some of the work usually taught in courses in analytic geometry, trigonometry, and calculus is to be brought down into secondary-school mathematics. Thus, the French mathematician, Tannery, advocates the teaching of some integral calculus before the study of measurements of the solids as taught in courses in solid geometry. He points out that this would be a saving of effort and that it would result in clear understanding. Some of the French textbooks conform to these ideas.

Today, in a number of European countries, the elements of calculus are taught in the twelfth school year, but in the United States this innovation is yet to be made. Those who are interested in the development of the mathematical curriculum will welcome a recent contribution<sup>1</sup> on this subject. In the first half of this book the author discusses the following topics: "A Study of the Status of Mathematics in the Schools Abroad that Correspond to our High

<sup>1</sup> NOAH BRYAN ROSENBERGER, *The Place of the Elementary Calculus in the Senior High School Mathematics*. Teachers College Contributions to Education, No. 117. New York: Teachers College, Columbia University, 1921. Pp. vii+81.

Schools," "The Trend of Mathematics in our Public School System," "The Important Position Occupied by the Calculus in the Mathematics Structure," "A Historical Survey of the Natural Growth of the Calculus in the Development of Mathematics," "Comparison of Textbooks on the Elementary Calculus for Beginners and for Self-instruction," and "The Trend of American Education in General." The second half of the book contains detailed suggestions for a modern presentation of the elementary calculus.

The author has aimed to show why pupils should have the opportunity to study calculus in the secondary-school course and to point out that an elementary course can be formed which is well adapted to the mental ability of senior high school pupils. The historical survey of the growth of calculus is a clear and simple presentation which will be of interest not only to teachers but also to senior high school pupils.

E. R. BRESLICH

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*Measurements in a public school system.*—One of the first essentials to the proper organization of instruction is a careful analysis of the capacities and needs of the individual pupils within a school system. With this in mind, a study has been made of the situation in the public schools of Winchester, Virginia.<sup>1</sup> The investigation, planned by Dr. Dearborn and Dr. Inglis, was carried on with the co-operation of the University of Virginia, the Virginia State Department of Education, and the officers and staff of the school system of Winchester.

The method of procedure is outlined in chapter ii. First, every pupil was given three or more group intelligence tests. In the cases of those whose scores appeared to be of doubtful validity individual tests were administered. In order to measure the achievement of the pupils in the various school subjects, tests were given in arithmetic, reading, spelling, and handwriting. The teachers in the schools were then asked to estimate the pupils' intelligence, scholarship, and industry.

The following paragraphs are illustrative of the conditions disclosed by the tests:

In almost every grade, probably in every grade, pupils whose mental tests show an intelligence bordering on, if not actually of, feeble-mindedness, pupils of normal intelligence, and pupils of superior intelligence are being educated, or rather the attempt is being made to educate them, in the same classes [p. 20].

The attempt is being made to teach in the same classes advanced forms of reading to pupils whose present reading abilities range all the way from near-illiteracy to the reading abilities of the average high-school Senior. It cannot be done. Likewise the attempt is being made to teach in the same classes the more complex forms of arithmetic

<sup>1</sup> *Psychological and Educational Tests in the Public Schools of Winchester, Virginia.* University of Virginia Record, Vol. VI, No. 6. Charlottesville, Virginia: University of Virginia, 1922. Pp. 54.